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ABSTRACT

Observations of geography instruction in two high schools in London and research at the University of London Institute of Education provide the basis for an overview of pre-college geography instruction in Britain. Because British secondary schools concentrate more on universal education, they are developing a curriculum which is similar to the American comprehensive high school curriculum. Some significant differences remain, however, between educational practices and educational objectives in Britain and the United States. For example, geography in Britain is pursued as a separate discipline rather than an integral part of social studies; can be a secondary school major subject rather than a one-year course of study; emphasizes field work; and is widely differentiated according to teacher and pupil ability. Several conceptually-based curriculum projects have been developed recently in Britain for pupils of varying aptitude. These include a progressive learning program for advanced 14-18 year old students; a set of learning materials for young school leavers; and a social studies project dealing with place, time, and society for students eight to 13 years old. The conclusion is that geography in British schools is changing and that most changes are in the direction of American public school geography. (Author/DB)

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SOME ASPECTS OF GEOGRAPHY AS A SCHOOL SUBJECT IN BRITAIN

WITH PARTICULAR REFERENCE TO TWO SCHOOLS IN LONDON

by

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Diane L. Brook

FOREWORD

This overview of the teaching of geography in Britain, the result of a brief visit by the author to England in December 1976, suggests several interesting comparisons with geography teaching in the United States which merit further investigation.

The first issue relates to the impact of universal secondary schooling on the problem of curriculum adjustment to pupil activity. Achievement of secondary education for all British youth, as with all American youth some fifty years ago, appears inevitably to change the nature of the secondary school from an elite institution for the advancement of paideia to a more diffuse mission. The British solution, after some post-World War II experience with the Eleven Plus examination, appears to follow the American example of the comprehensive high school with curricula differentiated according to ability.

There are, nevertheless, significant nuances. In the United States, curricula within the comprehensive high school, terminal or college preparatory, lead to a common diploma. In Britain, the different syllabuses, examinations and certificates reflect a more conscious effort to relate curriculum expectancy to pupil achievement. Furthermore, the quality control inherent in the British system of external examination provides a mechanism of monitoring pupil performance whereas the American system of social promotion has made the receipt of a high school diploma frequently no more than a testimonial of years spent in school. While the cultural context of American and British secondary education is dissimilar and does not imply identical approaches, it might be instructive for Americans to examine the British effort to cope with the problems arising from the democratization of secondary education. The experience of the Soviet Union with the extension of secondary education to all Soviet youth would also be illuminating but, for purposes of American comparative study, the experience of our British colleagues is more readily available.

The second issue relates to the status of geography in the schools, an issue also related to the teaching of the social studies. Irrespective of the syllabus, from the lowest to the most advanced, geography is pursued more systematically in British than in American schools. Geography is not only an elective in American secondary schools but, when taught, is rarely offered for more than a year. The American emphasis tends to be cultural and the organization world-regional, leading to the teaching of geography as an accumulation of facts about countries with a concomitant neglect of the conceptual framework of geography. Noticeably

lacking in American geography is an emphasis on physical geography, which is a strong aspect of British school geography, especially at the Ordinary and Advanced Levels. The enthusiasm for environmental studies in the United States appears to be related to the neglect of the environment in American school geography whether taught as part of the social studies at the elementary level or as a separate subject at the high school level. The teaching of physical geography as part of the earth sciences and the sharp distinction between physical and cultural geography in the United States has resulted in a conception of geography either as a world without man or of man without a world.

Another significant difference in the British syllabuses is the emphasis on field work and field research, aspects noticeably lacking in American geography. This difference not only reflects a difference in conception of what geography is about, but probably also reflects teacher preparation in geography. Rarely does one find an American teacher of social studies who has had systematic training in geography and, even when such a teacher is found, it is infrequent that any training has been received in field methods. The American emphasis on world regional geography and the lack of teacher training in field methods in geography make American geography a bookish topic isolated from the daily life of teacher and student. Consequently, the British example might offer instruction as to how the teaching of geography could be invigorated in American schools.

This report does not address itself to the issue of social studies v. geography, except indirectly. It suggests, however, that where generalized social studies are introduced as an alternative to sequential and systematic subject development that the British teachers interviewed perceive a decline in the capacity of students to development in-depth subject matter skills and knowledge. In the United States, the terminology of social studies was adopted to refer to social science subjects taught in the secondary schools, but for years the prevailing organization was 9th grade geography, 10th grade world history, 11th grade American history, and 12th grade problems of democracy or American government. This organization provided a series of survey courses at the secondary level, with no development in depth. Today, with the introduction of many quarter courses and the inclusion of behavioral sciences in the secondary curriculum, a bewildering potpourri of social studies courses are often available to the American student.

In contrast, the British sixth form sequence (12th and 13th grades) offers the opportunity for students to pursue geography to levels in secondary school which are not attained by American students unless they opt for an undergraduate college major in geography. The alternatives of extensive v. intensive study involves different attitudes towards the purpose of secondary schooling. However, an opportune time may have come in the United States to once again examine the social studies offerings. The sequential pursuit of a limited number of subjects might contribute to the development of more rigorous intellectual habits without the sacrifice of

important content. When a social science subject is pursued in depth, it is possible that many of the characteristics which are attributed to a multidisciplinary approach may be actually gained through the sequential and intensive study of a discipline. Geography not only spans the physical and social sciences, but provides the student an opportunity to utilize the contributions of all disciplines in the study of regions.

Finally, from the standpoint of curriculum development, the British seem to be more concerned than we are in the United States with the development of different curricula to meet students with different levels of ability. None of the social studies projects of the curriculum reform period in the United States in the 60s specifically addressed the problem of the adjustment of content and procedures to students of different levels of ability. While some materials in the United States are typically identified in the schools as being for basic or lower aptitude students, the politics of ethnicity usually require curriculum effort to be approached in more euphemistic terms. From the standpoint of supporting material, it appears that within the subject of geography the British have made a more deliberate effort to structure material suited to teachers and pupils who have different aptitudes. The Geography for the Young School Leaver Project provides a closely structured set of materials for the non-specialist teacher and pupil of low aptitude while the newly conceived Geography 16 to 19 Project is a reappraisal and reconceptualization of geography for the sixth form. The Geography 14-18 Project provides a diversity of approaches suitable for the Certificate of Secondary Education as well as the General Certificate of Education in Geography.

In contrast, the only secondary curriculum project in geography in the United States was the High School Geography Project under the auspices of the Association of American Geographers and the National Science Foundation. There has been no attempt to revise or rethink these materials, which are the product of geographic thinking in the United States of the late 50s and early 60s. In terms of content, these materials reflect a preoccupation with geography from a spatial tradition and do not constitute a complete course of study in geography. Especially neglected is the systematic study of physical geography in its relation to man and the application of geographic concepts to the study of a region. The Japan study is an add-on unit which does little credit to the concept of regional geography. In addition to the limitations in content, HSGP is perceived by teachers as only suitable for use with able students, partly due to its preoccupation with process or inquiry methodologies. While HSGP made a notable contribution in the 60s and still remains the outstanding curriculum for secondary geography in the United States, the continuing British examination of geography, in terms of content, structure, and aptitude levels, deserves more intensive study than it has received from American educators.

This paper was the fortuitous result of the attendance of Mrs.

Diane Brook and her husband, Dr. George Brook of the University of Georgia Department of Geography, at the Institute of British Geographers Conference at Newcastle, England in January, 1977. Mrs. Brook is a research assistant with the Geography Curriculum Project at the University of Georgia. The opportunity was taken to make arrangements through the London Institute of Education for Mrs. Brook to visit schools in the London area. Appreciation is expressed to Mr. Michael Naish, Director of the Geography 16-19 Project, for facilitating her visit. The technique of referring to Schools A and B precludes full public acknowledgement of the cooperation of the headmasters and teachers. Without their empathetic assistance the visits would have not been fruitful and many valuable insights were gained from their frank remarks.

It is hoped that this paper will encourage American geographers and educators to study developments in the teaching of pre-college geography in Britain. Such a study might serve to encourage additional effort to the teaching of geography in the United States.

M. J. Rice, Director
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INTRODUCTION

During a brief stay in London, England in December, 1976, the University of London Institute of Education arranged visits for the writer to two high schools in the local area. During visits, some interesting similarities and contrasts between the two schools were noted. These serve as an example of how the subject of geography, and the school situation in which it is taught, can vary according to the area in which the school is located, the particular needs of its students, and the administration of the school as a whole. Both schools will be discussed in terms of general characteristics and organization of the school; geography syllabuses and examinations taken; problems expressed by the teachers; and general observations in terms of achievement, discipline, literacy, subject relevance, and overall results of the organization of the school curriculum. The classroom observation schedule and checklist for visits to schools will be found as an appendix to this paper. Some of the curriculum projects in geography developed in recent years will also be discussed briefly in terms of the changing nature of geography in the schools.

This is not a detailed and comprehensive analysis, rather a general overview, which should be considered as a series of personal observations. To place the discussion of the schools in context, a description of the general organization of British schools is given.

General Organization of British Schools

The British school system (England and Wales) has undergone a number of significant changes in organization over the last thirty to forty years. Prior to World War II secondary schools were primarily college preparatory or technical. Since the Education Act of 1944 the aim has been to provide a secondary education for all British children. The Act provided for three types of secondary schools: grammar (college preparatory), secondary modern, and technical. Students were placed in grammar or secondary modern schools on the basis of an examination, taken in the final year of primary school (sixth grade equivalent), commonly known as the 11-plus examination. The assumptions about students' aptitudes and abilities underlying the 11-plus system caused it to be repeatedly criticized and by the mid-1960s schools in many areas had changed to a comprehensive system of organization. The Education Act of 1970 provided for the transfer of schools to a comprehensive system throughout the nation.

Thus, the British system has moved in the direction of the American comprehensive high school system, with aptitude selection or streaming within schools rather than between schools. In comprehensive schools in Britain a number of syllabuses are offered, leading to different examinations and certificates. Formal secondary schooling may end at age 16 (tenth grade equivalent) with the Certificate of Secondary Education (CSE), which is a terminal program; or with the General Certificate of Education (GCE) at ordinary level ("O"-level). Students wishing to go to University take a further two years of work at advanced level ("A"-level) after completion of O-level. Students who pass advanced level examinations are roughly equivalent to junior college students in the American system.

There are usually five years of secondary school before the CSE (O-level) examinations; these are referred to as Forms One to Five, whereas the two years of work at advanced level are referred to as the Lower and Upper Sixth Form. There are numerous forms of comprehensive schools, preceded by middle or primary schools[1]. These are summarized and compared with the American system in Figure 1.

At present there are comprehensive, grammar, secondary modern, technical, private, and specialized (art, dance) schools in Britain, although comprehensive schools form the majority. It should be noted that this discussion does not include schools in Scotland, which have a differ-

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1. Burgess, T., Inside Comprehensive Schools. D.E.S., 1970, pp. 1-17

ent system of organization. The two schools to be discussed in this paper are both comprehensive schools since they admit students on the basis of residence rather than ability. As exemplified by the second school to be discussed, streaming within such schools is still relatively common.

FIGURE 1 Comparison of the British and American School System

AMERICAN

	Primary or Elementary	Middle or Junior High	Comprehensive High School
	K - 4	5 - 8	9 - 12
Grades:	K - 6	7 - 9	10 - 12
	K - 7	-	8 - 12

BRITISH

		Primary	Secondary	College Preparatory (A-level)
"Orthodox" Comprehensive & Grammar Schools	Grade Equiv.	K - 6	7 - 11	12 - 13
	Form		1 - 5	Lower 6 - Upper 6

		Primary	Middle	Secondary	College Prep. (A-level)
Middle School System	Grade Equiv.	K - 4	5 - 8	9 - 11	12 - 13

		Primary	Secondary (lower)	Secondary (upper)	College Prep. (A-level)
Two-Tier System	Grade Equiv.	K - 6	7 - 8	9 - 11	12 - 13

SECTION I

TWO HIGH SCHOOLS IN THE LONDON AREA

SCHOOL A

School A is a mixed comprehensive, inner city high school of 1,200 students in a working class area of greater London[1]. Many of the students come from poor homes, approximately one third are black (West Indian or African origin), and virtually all are from the surrounding residential areas. All students are required to wear uniforms, but often these are incomplete or in poor condition. The entire school is organized on the principle of mixed ability classes, with no differentiation or streaming according to ability. The school was one of the first to adopt the CSE as an alternative to the GCE and received considerable publicity because of it.

Classes of thirty students are common except for English and Mathematics which contain twenty-five students per class. Each student has 35 forty-minute periods a week, seven per day, and four periods per week per subject. School hours are from 8:00 a. m. to 3:00 p. m. with one twenty-minute break and a lunch break. Teachers' schedules are arranged to allow four to five periods a week for planning.

Students entering the school are generally 11 or 12 years old and begin in the First Form. Students with problems in reading are placed in remedial reading groups aside from the normal courses taken. In the Fourth and Fifth Forms, students who still have reading problems have "support action" available to them - extra coaching in lieu of a fifth subject taken for the school-leaving certificate. Students are promoted to the next Form or year on the basis of factors which do not include their reading ability, hence they can carry deficiencies in reading with them right up to the final Fifth Form.

The Geography Syllabus and Examinations

This school does not offer geography as a separate subject until the Fourth Form. In Forms One, Two and Three an interdisciplinary course on "Man" is taken instead, which is termed Integrated Studies. It is a combination of history, geography, and religious instruction and is

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1. The true names of the two schools visited will not be used, to avoid personalizing the discussion; instead, they will be referred to as School A and School B.

run by the history department. It is a compulsory course for all students and tends to be predominantly historical in focus. No specific skills related to geography are taught in the three to five periods per week that students take this course, consequently students taking geography in the Fourth and Fifth Forms enter the course with little preparation or background. This Integrated Studies Course bears similarities to American Social Studies courses at the Middle or Junior High School level.

In the Fourth and Fifth Forms, geography is taught as a separate subject but is not compulsory. The course content broadly encompasses physical, regional and human geography, with a predominance of human geography. Much of the human content of the syllabus is London-specific as it is believed that students are able to relate to the material better in the context of their local environment. Physical geography has become a minor part of the syllabus as the teachers feel it is too difficult for the majority of their students.

Most students in the school work towards the Certificate of Secondary Education (CSE) examination at the end of the Fifth Form. The CSE was introduced as an alternative to the GCE O-level and A-level examinations as it was felt that there was a need for a more broadly based, non-academic certificate for many students not intent on any form of University education. GCE O-level is also offered by the school and is considered to be little different to the CSE by the teachers in the school. However, a grade 1 CSE result - the equivalent of an A in American terms - is equal to a bare pass on the GCE O-level examination. In this school, the majority of pupils work towards the CSE examination in a variety of subjects and a small percentage work towards the GCE O- and A-level examinations, usually only on the recommendation of their teachers.

The syllabuses and examinations have three modes of development and marking:

Mode 1 Both the syllabus and the examination are set by the particular Examining Board of the area, and the examinations are marked by the Board.

Mode 2 A syllabus is developed by a group of schools or developers and is cleared by the Examining Board, which sets and marks the examination.

Mode 3 An individual teacher or school develops a syllabus, which is cleared by the Examining board; the final examination is set by the teacher in question, cleared by the Board, and marked by the teacher.

All three Modes have equal status, although Modes 1 and 2 are most commonly used. School A uses a Mode 2 syllabus for the CSE geography examination, and a Mode 1 syllabus for the GCE O-level examination. Two

different Examining Boards are used for geography in these two syllabuses - the Metropolitan Regional Examinations Board and the Southern Universities Joint Board for the CSE and GCE syllabuses respectively. Both of these syllabuses use a curriculum developed by the Schools Council - The Geography For The Young School Leaver Project (G.Y.S.L. Project, 1975) - which consists of materials adaptable to the different needs of various levels of examination. No set textbook is used in the geography courses, instead materials and information are used from this Project. Final evaluation consists of 60% for the final examination and 40% continuous assessment (in the school by the individual teacher), of which some 20% is fieldwork related to the geography syllabus. The fieldwork is done in the form of an individual project. The actual content of the geography syllabus and the Curriculum Projects will be discussed in a subsequent section.

Discussion

Many of the observations made by the teachers at School A do not relate to geography alone, but are worthy of mention as they are important in the total context of the school and therefore all subjects taught. Reading levels of many students were reported to be one or two years behind student class level - the result of student promotion regardless of reading ability. The teachers expressed frustration at the mixed ability classes with too many levels of achievement in one class, resulting in more advanced students being unchallenged and neglected. Discipline was reported to be a serious problem and one which was a more important consideration than course content at times. A variety of subjects has been added to the list offered (e. g., geology, formerly open only to A-level students, is now open to all Fourth and Fifth Formers). The increased options result in less specialization per subject and also allow the teachers less time, if any, for concentration on techniques or improvements in materials. The teachers felt this was the case because they have been given additional loads with the introduction of new courses, and they feel achievement and discipline were problems enough even before the introduction of the new courses.

Corporal punishment is restricted to the Headmaster and to the head (male) teacher. Discipline problems are coupled with an expressed disillusionment with low achievement of the students and the feeling that the subjects taught have no relevance for the students. In geography this situation is aggravated by the fact that the Fourth Form students come into the classroom with no geographic skills or background and consequently lose interest all the more rapidly. Administrative chores are also a factor which teachers claim detract from attempts at innovative or more enthusiastic classroom situations. Curriculum project materials are not considered to be the solution to any of these problems as it is felt that the developers are aiming materials at an ideal situation vastly different to that in the inner city classroom with its characteristic problems.

SCHOOL B

School B is a mixed, county secondary high school of approximately 1,000 students in a middle to upper-middle class residential area on the outskirts of London. Residents are predominantly professionals and businessmen, with many foreign families on diplomatic, academic, and commercial exchange programs. Less than 1% of the students are black; all students come from the surrounding residential area; uniforms are immaculate.

The school does not have all classes with mixed abilities and does not term itself a comprehensive school per se, although in theory it is one. The headmaster has devised his own system of streaming the students on the basis of abilities, but on a less rigid basis than the original concept of streaming. Of the Upper Sixth Form (the equivalent of the American 12th grade, senior graduating class) averaging 60 students per year, approximately 20 go on to University. Classes are usually 34 to 36 students in Forms One to Three, except for English classes which are usually 24 students; in Forms Four and Five, classes are smaller. All students have 37 periods of 40 minutes a week. The teachers have seven free periods a week for planning and teach six periods a day.

All students are administered a Standardised Verbal Ability Test upon entering the school and results from this are used with primary school records to place the students in one of streams A, B, C, D or E. E-stream is for students with known reading problems and they are given an intensive remedial reading course. Otherwise all students take a common set of subjects for the first three Forms. Streams A, B and C, D are differentiated on the basis of broad categories of higher and lower achievement. Students in A and B work toward O-level and A-level; those in C and D work toward the CSE examination.

At the Fourth Form level, students choose from options of subjects available, including geography, for the GCE or the CSE. Students taking A-level in subjects do two further years (the Lower and Upper Sixth Form); a sixth year general course is also available for students who are better suited to reaching O-level in six rather than five years. The C-D group approaches the mixed ability teaching situation in comprehensive schools but is separated from the A-B group which has different educational needs. A wide variety of subjects is offered, including Modern Greek, Computer Studies, and Statistics, even if arrangements have to be made for students to take these at other institutions. Religious instruction is a compulsory subject taken every year of the five or seven years in the school.

The Geography Syllabus and Examinations

Geography is offered as a separate subject from the first year and no integrated studies or general social studies course is offered. At

the start of the Fourth Form students choose three subjects from physics, chemistry, history, geography, biology, art, and music - with one science subject being compulsory. Students dropping geography at the fourth year level, yet wanting to do it at A-level, have to do so without the O-level instruction in between (in the fourth and fifth years). If it is selected as an option, geography has four periods a week in the Fourth Form and three a week in the Fifth Form.

Of the total number of students taking courses at A-level, approximately 30% were reported to have geography as one of their courses. It seems a fairly popular subject with no overriding number of students losing interest in it. The GCE and CSE examinations are from two different examining Boards. Students taking geography have the opportunity to concentrate in either a Science or an Arts course in geography. A-level geography includes a section on statistics and physical geography is an integral part of all geography syllabuses.

The school was one of the three original experimental schools for introduction of the CSE in Surrey in 1967. The geography department uses the GCE and Mode 1 CSE examinations, which are considered to be comparable, although the CSE concentrates on use of objective questions and the GCE uses longer answer or essay questions. The syllabus is roughly one third physical, one third regional, and one third human geography. A standard geography textbook is used in each year; no curriculum project materials are used; and the teachers develop most of their own materials and activities. Fieldwork, considered to be an integral part of the syllabus, usually takes the form of excursions to shopping centres, the museums and other institutions in greater London, longer trips into the country, and written reports by the students. Geography is taught in a more traditional way than it is in School A with the G.Y.S.L. Project, where it approaches a set of ideas related to everyday life.

Discussion

The school usually receives twice as many applications for admission as there are places open. Selection is on the basis of residence proximity to the school, not student ability. The reading program in the first three years of the course of study has been reported to be highly successful. By the end of the third year there are no students who are considered to be below grade level in reading skills, and the entire E group is slotted into the C and D groups at this stage. The headmaster firmly enforces the wearing of uniforms. Corporal punishment is administered by the headmaster and deputy head. Of approximately 1,000 students, only 10 or 12 are reported as being serious discipline problems. Discipline does not seem to be a problem of the same magnitude in School B as it is in School A. There is general agreement among the staff that the system of streaming is

working well. The teachers expressed satisfaction with the high pass rate of their students; the number taking O and A-level, and the wide variety of courses offered, which has not occasioned the same complaints and problems as in School A. Because geography is taken as a separate subject from the first year, problems with students having no background or skills and losing interest in the subject do not exist here.

The relative absence of frustration, discipline problems and the high results and satisfaction could be related to the fact that this school is not beset with the same inner-city problems and cultural impoverishment in students' homes as in the case of School A. The emphasis on the "scholarly" side of a subject such as geography has prevailed here instead of the introduction of a more generalised curriculum aimed at a mixed ability student population. The Head reported an increasing number of discipline problems, however, as a result of a new population group moving into the surrounding area: fewer professionals, more working class families, and a large number of broken homes.

In contrast to School A, the geography program at School B has not been rearranged around a Curriculum Project. The geography teachers feel that they are in control of the learning situation and achievement is high, thus there is no need to change the syllabus or adopt one of these projects. In fact, the teachers in the school feel the projects were developed for reasons other than a genuine need on the part of the schools or the students. This attitude toward the projects should not be generalized beyond School B.

In summary, a number of points are worth mentioning about Schools A and B. Both were among those chosen as trial secondary schools when the CSE Examinations and Syllabuses were first introduced. The majority of students at School A work toward the CSE and the school has received considerable funding and publicity over its adoption of the CSE. However, its inner-city problems of discipline, low achievement, low pupil interest, and frustration have not been reduced. If anything, the teachers report that the situation has deteriorated further since the school became comprehensive and adopted the CSE.

School B has comparatively few students working toward the CSE and has retained its traditional academic course of study. There, achievement and interest have remained high; subjects are not taught with curriculum project materials; student and teacher frustration has not constituted a major obstacle to learning; nor has discipline become a serious problem. In School B geography has not been given a less important position in the secondary program due to the introduction of interdisciplinary courses as it has been in School A. Related to this, geography in School B has remained a popular subject at higher levels in the program, whereas in School A geography has suffered through changes in the course organization of the curriculum. Geography in School B is taken by more students as an option; it

still contains a strong element of physical geography; there is more specialized and quantitative content in geography at higher levels than in School A. More students from School B go on to University than from School A.

These contrasts between the two schools reflect the differences in pupil population, attitudes, goals and organization of the schools. Since School B caters to a student population from middle and upper-middle class homes, it is not surprising that there is heavier emphasis on pre-University schooling and a high percentage of students working toward O- and A-level. On the other hand, School A caters to a student population of lower socio-economic status. The mixed ability, comprehensive school and the CSE were adopted to meet the needs of these students who are not necessarily University bound and who, it was thought, were better served by mixed ability classes, a more generalized course of study in geography and the Integrated Studies Course. When one considers the problems of achievement and discipline reported in School A, it becomes debatable whether these characteristics of the school program do indeed serve the students better than did the traditional system.

The two schools discussed here are not considered to be representative of any larger group or category of schools. Schools in similar neighborhoods may exhibit very different characteristics with fewer or more problems than these two schools.

SECTION II

THE GENERAL CERTIFICATE OF EDUCATION and THE CERTIFICATE OF SECONDARY EDUCATION IN GEOGRAPHY

In Britain (England and Wales) there are eight independent Examining Boards for the GCE examination and fourteen for the CSE. Each board has its own syllabuses and examinations for all subjects. In addition to these Mode 1 syllabuses, the Boards also supervise Mode 2 and 3 syllabuses, which are developed by groups of schools and individual schools and teachers respectively (see definitions on page 5). Hence, any attempt to examine the syllabuses for a particular subject would become an arduous task if all syllabuses were considered.

In this evaluation of the geography syllabuses, only five have been chosen to provide examples of Mode 1, 2 and 3, GCE and CSE geography syllabuses. The five are from four different Examining Boards in southern England: the London Metropolitan Regional Examination Board; the South East Regional Examination Board; the Oxford Local Examination Board; and the Southern Universities Joint Board. All five syllabuses are 1976 - 1977 and are presently in use in Schools A and B. Data on the syllabuses are summarized in Table 1; Tables 2 to 5 show more detailed information on major subdivisions and topics within each syllabus. Since each syllabus has its own series of examinations which reflect the standard and content of the syllabus, these are dealt with simultaneously.

The five syllabuses show many common characteristics as well as a number of interesting variations in content, time and standard of work required. These aspects will be discussed in turn.

Before individual characteristics of and differences between the syllabuses are discussed, the general characteristics they display will be enumerated, as they reveal the general character of geography in the schools.

General Characteristics of the Geography Syllabuses

The syllabuses all stress man-environment relationships in varying degrees. There is a strong emphasis on the local environment and on the British Isles in the form of case studies, illustration of concepts and interrelationships, and important features. Regional geography per se is of less importance than the study of regions to illustrate concepts and problems on different scales (local, national and international). None of the syllabuses require memorization of names and facts in all major world regions. Rather, selected regions, countries or areas are focused on with a choice of regions or combinations of regions.

All but the A-level GCE syllabus have a compulsory examination section on mapwork - map and photo interpretation, recognition of features and symbols, and calculations. The syllabuses stress acquisition and application of techniques or "tools" in geography rather than memorization of facts and figures. Emphasis is on interpretation and extrapolation of data at varying levels of difficulty. All syllabuses contain aspects of physical, human and regional geography as well as contemporary problems and issues and application of geographic concepts to solve these.

The syllabuses require some form of individual work by each student, a field study or research project, in addition to coursework and examinations. With the exception of the A-level syllabus, the evaluation of a set amount of this individual work forms part of the final evaluation for the school-leaving certificate. In each case, field studies employing accepted field techniques in geography are recommended in preference to library research projects. With the exception of the A-level syllabus and one O-level syllabus, the syllabuses include some percentage of continuous assessment by the teacher in the final grade for the certificate. Students are required to do satisfactory work in coursework, tests and projects at school in addition to the final examination. All continuous assessment is marked by the individual teacher.

Each syllabus is designed to allow the individual teacher freedom in teaching methods. Examination questions are phrased in a way equally suited to material learned topically or regionally. As mentioned before, there is frequently a choice of countries or regions to study, again allowing the teacher freedom in content and approach. Finally, most of the syllabuses are Mode 1 or 2; few are Mode 3 as the latter form entails a considerable amount of work by the individual teacher or school when there are syllabuses available anyway. Many of the teachers feel they are wiser to spend their time on other aspects of teaching especially since already developed syllabuses allow a measure of individual freedom.

It should be remembered that the discussion of these syllabuses applies to more than the final year of work prior to the final examination. The requirements for the final examination also reflect the course content of all preceding years of geography in the school. Obviously, the first year or two of a five-year sequence is devoted largely to teaching the factual basis of the subject and some regional or topical studies. Successive years of study build on this foundation and it is in this respect that there are significant differences between the five syllabuses since there is a wide range in the total amount of time spent on geography from one syllabus to another (see Table 1, p. 13).

TABLE I: Selected Certificate of Secondary Education (CSE) and General Certificate of Education (GCE) Syllabuses

SYLLABUS	CURRICULUM PROJECT	SUBDIVISIONS	FINAL EXAMS (time)	FURTHER WORK
CSE				
1. Mode 1 S.E. Reg. Examination Board (School B)	None	I Br. Isles, Physical, Maps II Gen. World Geog. III Physical IV Option	Paper 1: Objective (40 min.) Paper 2: Longer answer (80 min.) Paper 3: Objective (50 min.)	A. Option: a. Human b. Nat. regions c. Special problem
2. Mode 2 Metropolitan Regional Examination Board (School A)	GYSL Project	I Mapwork II Urban Geog. III Economic Geog. IV Recreational Geog.	Paper 1: Objective and longer answer (2½ hours)	A. Individual field study
GCE O-Level				
3. Mode 3 S. Univs. Joint Board (School A)	GYSL Project	I Mapwork II Settlement Geog. III Economic Geog. IV Recreational Geog. V Extra Unit	Paper 1: Objective and longer answer (analytical) (2½ hours)	A. Further Unit: Reg., Phys., or Applied Geog. B. Indiv. Field study
4. Mode 1 Oxford Local Examination Board (School B)	None	I General (Maps, Physical and Human) II Regional Geog.	Paper 1: Short answer analytical (1½ hours) Paper 2: Short answer, paragraphs, analytical (1 3/4 hours)	None
GCE A-Level				
5. Mode 1 Oxford Local Examination Board (School B)	None	I Physical Geog. II Human Geog. III Regional Geog.	Paper 1: All Forms (2½ hrs.) Paper 2: All Forms (2½ hrs.) Paper 3: All Forms (2½ hrs.) S Paper: Essay (3 hrs.)	None

(continued)

TABLE I: Selected Certificate of Secondary Education (CSE) and General Certificate of Education (GCE) Syllabuses

% FINAL EVALUATION		APPROACH AND THEME
Exams	50%	Man-environment theme
Option	25%	
Coursework	25%	Topical
Exam	60%	Conceptual
Coursework	20%	Multiscale problems
Ind. Study	20%	Man-environment theme
Exam	60%	Conceptual
Coursework	21%	Multiscale
Extra Unit	12%	problems
Ind. Study	7%	Man-environment theme
Exams	100%	Topical, regional Man-environment theme Multiscale probs.
Exams (S Paper optional: Distinction or Merit or No Mention	100%	Topical, analytical Multiscale probs.

Differences in the Five Selected Syllabuses

The GCE O-level and the CSE are generally considered equal in status as school-leaving certificates, but with different objectives. Similarly, Mode 1, 2 and 3 syllabuses are of equal status. However, there are some interesting differences between the five examples that have been summarized in Table 1. These indicate how the content of geography varies and how students can leave school with very different backgrounds in the subject, largely dependent upon the particular school that they attend. In the following discussion, the syllabuses will be referred to by their number in Table 1.

The CSE and GCE O-level syllabuses are spread over 2 to 5 years of work in the subject according to the school concerned. One year's work in a subject means a certain number of class periods per week for the entire school year. In the case of the syllabuses designated 1 through 4 in Table 1, geography is taken for four periods a week, each of forty minutes. However, in the case of syllabuses 2 and 3, geography is only taken as a separate subject for two years (in contrast to syllabuses 1 and 4 which are five-year courses) and it is preceded by the three-year Integrated Studies course. Consequently, although the school-leaving certificates are allegedly equal in status, students following syllabuses 2 and 3 spend three years less on geography and therefore have a very different grounding in the subject. Students attempting A-level geography after syllabuses 3 and 4 would have very different degrees of preparedness.

Syllabus 5 is a two-year syllabus of advanced work only taken upon completion of an O-level syllabus (in this case, it follows syllabus 4), resulting in a total of seven years of work in geography prior to the final A-level examinations. At A-level, students usually do two or three subjects and their time is divided equally between these subjects (there is no restriction on the number of A-levels attempted). This amount of time per subject results in a high degree of specialization.

Syllabuses 1, 2 and 3 require individual work as part of the final year assessment. This ranges from 7% to 25% of the final evaluation and is marked by the teacher. Coursework evaluation by the teacher, and in syllabus 3 a further taught unit, are also included in the final assessment. Thus, internal assessment by the teacher makes up 50%, 40%, and 40% of the final evaluation for syllabuses 1, 2 and 3 respectively. In contrast, syllabuses 4 and 5 have no internal evaluation or required individual study for the final evaluation. The certificate is granted on the basis of performance in the externally marked examinations.

A significant variation in these syllabuses is the degree of concentration on physical geography. Syllabus 1 (Table 2) contains Division I with two sections on physical geography of the British Isles as well as the

TABLE 2 SYLLABUS 1: Major Subdivisions and Topics of Study (CSE Mode 1)

Division	Section	Topics of Study
I. British Isles and physical geography	1. British Isles - human and physical geography background	Location; physiography; climatic variations; industries; farming; fishing; trade; population distribution; communications
	2. Mapwork	Gradients; cross sections; scale and direction; National Grid; Ordnance Survey 1:50,000 maps; major relief features; interpretation of communications networks; past and present settlement; land use
	3. British Isles - physical geography	Soils; rock types; landforms; vegetation
	4. South East England	Relief and drainage; communications; settlement; land use; economic activities
II. General world geography	1. World map	Physical and political features and names; latitude, longitude and time; climates; distances
	2. Human activities	Farming; fishing; mining; power; communications; industry
	3. General	Map and photo interpretation, graphs; tables; geographic descriptions; diagrams; sketch maps
III. Physical geography	1. Man influenced by the environment	Rock types; landforms; rivers; coasts; erosion and deposition
IV. Option 1 from 1, 2 or 3 (individual work)	1. Human geography (selected area and local environment)	Agriculture; industry; transport; communications; trade; population distribution
	2. Tropical natural regions & economic development	Hot desert, monsoon, savanna, equatorial forest: climate, vegetation, culture; activities
	3. Special study (2,000 words)	Any research project agreed to by teacher

whole of Division III on physical geography and its influence on man's activities. Similarly, syllabus 4 devotes an entire section to physical geography; parameters of study in the regional section include physical aspects (Table 4). Syllabus 5 devotes a section to the three major fields of physical geography: geomorphology, biogeography and climatology (Table 5). Thus, physical geography is prominent in these syllabuses as a major division and also contributes to the content of the section on general geography and map interpretation.

Syllabuses 2 and 3, however, exhibit a marked lack of physical geography (Table 3). In syllabus 2, physical geography as a topic of study or section per se is absent. It enters into the syllabus only where it relates to urban, economic or recreational geography and the topics of study therein as well as to a limited extent in mapwork. Syllabus 3, which includes the further unit of study developed by the teacher, offers physical studies as one of the three options. Hence, unless physical studies is chosen as the option, students following syllabus 3 receive no more schooling in physical geography than those doing syllabus 2. It is no coincidence that syllabuses 2 and 3, with so little emphasis on physical geography, are the syllabuses that are built around the G.Y.S.L. Project which has an issue-based approach to geography and concentrates far more on the human aspects of a man-environment theme. As mentioned in Section I, the teachers at School A using this Project tend to ignore physical geography as they consider it too difficult for their particular pupils.

Comparison of syllabuses 1 and 2 (Tables 2 and 3) shows that the latter has a far heavier emphasis on the human element - the significance of concepts and interrelationships in geography as they relate to man, the individual and the local environment - identifiable by the student (the G.Y.S.L. Project). This is contrasted with the broader, more traditional balance between human, physical, and regional geography in syllabus 1. The basis of commonality in these two CSE syllabuses is really revealed in the standard and format of the examinations for the CSE compared to the GCE O-level, regardless of the approach or theme. However, although both are CSE syllabuses, syllabus 1 is a five-year syllabus and syllabus 2 is a two-year syllabus, revealing a substantial difference in the amount of schooling before the final examination. These differences are the result of arrangements within the schools, not the Examining Boards.

CSE syllabus 2 and GCE O-level syllabus 3 utilize the G.Y.S.L. Project and are taken to be roughly equivalent by the teachers. A comparison, however, indicates that syllabus 3 has an extra unit on regional, physical, or applied geography (see Tables 1 and 3), hence a definite difference in work exists between the two syllabuses.

TABLE 3 SYLLABUSES 2 & 3: Major Subdivisions and Topics of Study (GCE O-Level, CSE Mode 2)

Division	Section	Topics of Study
I. Mapwork		National Grid; Ordnance Survey 1:50,000 maps and symbols; scale and direction; interpretation of land use and settlement; physical and cultural features
II. Urban Geography	"Cities & People"	Urban growth; internal structure; intra-urban movement; social processes within cities and their regions; urban planning; future planning and problems
III. Economic Geography	"People, Place and Work"	Functions for individuals; patterns of economic activity; employment growth and decline; regional analysis; influence of economic activity on the environment; future patterns
IV. Recreational Geography	"Man, Land and Leisure"	Patterns of leisure activities and provision for them; conservation and planning; tourism; future patterns
V. Teacher Developed Unit	One from:	
	a. Physical studies	Geomorphology and climate
	b. Regional studies	Regions on different scales; areal interrelationships
	c. Applied studies	Conservation; population; food supply; economic growth in developing nations; urban renewal

Note: Syllabus 2 (CSE Mode 2) includes Divisions I, II, III, IV
Syllabus 3 (GCE O-level) includes Divisions I, II, III, IV and V

TABLE 4 SYLLABUS 4: Major Subdivisions and Topics of Study (GCE O-level)

Division	Section	Topics of Study
I. General geography	1. Mapwork	"Earth in space"; maps; aerial photographs and their interpretation
	2. Physical geography	Geomorphology, climate and biogeography
	3. Human geography	Population; rural and urban settlement; agriculture; industry; transportation
II. Regional geography	1. British Isles	Agriculture; settlement; industry; geology and soils; land use; climate; present problems (e.g. development, conservation)
	2. Western Europe	"
	or	
	3. Canada, USA, West Indies	"
	or	
	4. USSR and Monsoon Asia	"

Consideration of the standard and the kind of examination questions also reveals a difference in standard between the CSE and the GCE O-level examinations. CSE examinations, collected during the visit to the schools, show a prevelance of objective questions and questions requiring short answers - one or two words, a sentence or two. No essay questions or long paragraph answers were required. The O-level examinations show fewer objective questions; more longer answer questions (usually interpretative), more complex maps for interpretation; more calculations (latitude, longitude, time, distance, etc.); more detailed interpretation of tabulated data (climatic, economic). Hence, to the writer, there was noticeable difference between the standard of the CSE and GCE examinations. The total length of examination time for the finals varied between 2½ hours and 3½ hours for both CSE and GCE examinations.

The A-level syllabus and examinations are obviously much higher standard than the O-level or the CSE. Total final examination time is 7½ hours, or 10½ hours if the S Paper is also taken (Tables 1 and 5). The S Paper consists solely of essay questions; the other three papers consist of long and short answer questions (few or no objective questions); heavy emphasis on analysis and interpretation, application of statistical methods and knowledge of field techniques to problems. Detailed examples for the British Isles are expected for answers to questions in the physical and human geography examinations (see Table 5). It should be remembered that the A-level work would be the equivalent of first or even second year University work in geography in the U.S.A. or in foreign Universities under the British system where A-level is not taken. Syllabus 5 is the only one which requires specific knowledge of regions or countries outside the British Isles. The other syllabuses allow more freedom in that examples or illustrations can be chosen from among those studied; this also applies to examples from the British Isles.

In summary, the syllabuses examined show an interesting pattern of variation and, in the case of two of them (2 and 3), deviation from the more "traditional" syllabus structure which the other three tend to represent. One of the major similarities between the syllabuses is the move away from a place or country-specific approach to a topical approach allowing more freedom for the teacher and student, without sacrificing instruction in the basic factual content of the subject. Of the five syllabuses examined, the two using the G.Y.S.L. Project appear to be the weakest in terms of their short duration, lack of specificity, and avoidance of physical geography. Most of the G.Y.S.L. procedures and materials were developed with the average to below-average student in mind, but they are supposed to be adaptable to more sophisticated and demanding procedures better suited to more able pupils.

However, an analysis of these syllabuses in relation to the others and information acquired in School A indicates that the adaptation for better students has not occurred. The fact that the G.Y.S.L. materials have not been satisfactorily adapted for more able students cannot neces-

sarily be attributed to weaknesses in the materials or the syllabuses themselves, or inability of the teachers to adapt them. It may simply be a function of the social and other problems existing in the school, the student population and the classroom environment. Other schools using the Project materials may reveal considerable different utilization and adaptation of the materials. Subsequent to the visit, it was learned that adaptation of the G.Y.S.L. materials for more able students is to occur through introduction of a new GCE O-level syllabus supervised by the Southern Universities Joint Matriculation Board.

TABLE 5 SYLLABUS 5: Major Subdivisions and Topics of Study (GCE A-level)

Division	Section	Topics of Study
I. Physical geography	1. Geomorphology	Chief processes; character and distribution of landforms; theory
	2. Climatology	Climatic elements and types; weather; theory
	3. Biogeography	Vegetation & soils; climate, soil, vegetation and man; conservation of natural resources; environmental pollution
II. Human geography	1. Population	Distribution and density; factors affecting distribution and growth
	2. Rural settlement	Patterns, functions, types; theory
	3. Urban settlement	Urbanization; functions, types, sites; urban morphology; central place theory
	4. Agriculture	Land use and farming type; distribution; agricultural location theory
	5. Industry	Fuel & power: use, sources, conservation; growth & location of industries; patterns and problems in industrial areas
	6. Transportation	Major methods and their application; transport networks and trade
III. Regional geography	One from:	
	Section A	Western Europe (France, W.Germany, Italy, Benelux countries)
	Section B	U.S.A.
	Section C	U.S.S.R.
	One from	
	Section D	West Africa (Senegal to Nigeria, including Niger and Mali)
	Section E	Brazil
	Section F	India
IV. S Paper	Optional extra examination of 3 hours: essay questions on Divisions I, II and III	

SECTION III

THE EMPHASES WITHIN GEOGRAPHY

In an attempt to summarize conclusions drawn from an analysis of the syllabuses and their use in Schools A and B, the emphases within the discipline will be examined in relation to geography in schools nationwide. In 1971-72 the Department of Education and Science (D.E.S.) conducted a survey of 217 maintained (government) secondary schools in England and Wales to determine the status and character of geography in a cross section of comprehensive, grammar, secondary modern and other schools (minority types such as sixth form colleges). Findings at School A and School B will now be compared with the findings for the nation as a whole, represented by the subject schools of the D.E.S. Survey[1].

Geography as a Separate Subject in the Curriculum

According to the D.E.S. Survey, 57% of the schools surveyed offered a three-year geography sequence for pupils aged 11 to 14, after which geography was optional for the fourth and fifth years. School B also has this curriculum arrangement for geography. The Survey showed that comprehensive schools had the greatest variety of curricular arrangements because it is in these schools that experiments in curriculum structure are carried out. School A provides a good example of this experimentation in the curriculum with the comparatively recent introduction of the G.Y.S.L. Project syllabuses preceded by the Integrated Studies Course. With respect to curriculum arrangements for geography, Schools A and B would therefore fall in with the most common arrangements found by the Survey.

Approaches in Geography

The D.E.S. Survey revealed that 46% of the sample schools still used a traditional Regional Syllabus, but that original continent-by-continent world coverage has been replaced by careful selection of areas or regions. Although none of the five syllabuses discussed in Section II can be termed purely regional syllabuses, sections of them pertaining to regional geography also reveal this change in emphasis. The other form of traditional syllabus still found in 6% of the schools in the Survey was the Concentric Syllabus, in which aspects such as climate, farming and industry were dealt with repeatedly at successive stages of the course, but with increas-

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1. School Geography in the Changing Curriculum. Education Survey #19, Dept. of Education and Science. H.M.S.O., 1974

ing difficulty. None of the syllabuses examined in this paper would fall entirely into this category.

Of the newer syllabuses found to be in use in a relatively large percentage of the schools, the Survey found two principal forms. First, a Hybrid Syllabus consisting of some concentric studies, a number of regional studies and some topical studies with much progressive learning when taught by good teachers. Progressive learning in this context refers to the use of modern ideas and techniques in school geography. Some 14% of the schools were using such syllabuses. Syllabuses 1, 4 and 5 of this paper (see Table 1, p. 13) would fall into this category - these are the syllabuses used at School B where a great deal of progressive learning was indeed occurring.

The second newer syllabus form was the Conceptually Based Syllabus, found in 18% of the schools in the Survey and in 27% of the comprehensive schools in particular. This form of syllabus is usually arranged around key ideas in modern geography, using systematic and regional studies as examples of these ideas or as data from which the concepts can be deduced. Syllabuses 2 and 3 used at School A could be termed Conceptually Based Syllabuses as they are built around the key concepts and relationships outlined in Table 2 (p. 15) within the themes of Cities and People; People, Place and Work; and Man, Land and Leisure. However, Syllabus 3 could also be termed a Hybrid Syllabus as it also contains the additional unit on physical, regional, or applied studies (Table 2, p. 15).

It appears that the syllabuses used at School A and School B are thus in keeping with a reported noticeable move to new kinds of syllabus, especially in the comprehensive schools.

New Ideas in Geography

The D.E.S. Survey reported that some of the most recent ideas adopted by geography teachers were non-existent in the schools before 1966. These include games and simulations, quantitative methods, theoretical models, network analysis and others. By 1971-72, the Survey revealed that 21% of the schools surveyed were employing these ideas widely (chiefly to senior pupils) and largely without benefit of much in the way of published materials or in-service training. This indicates a fairly rapid adaptation on the part of geography teachers. The G.Y.S.L. Project used at School A may be innovative in the sense that it is conceptually based and issue-oriented, but it does not employ any of these new ideas or methods per se. For instance, it may deal with urban land use, but not with urban models or central place theory. On the other hand, at School B, these ideas have become an integral part of the geography courses, predominantly in the senior forms. It is interesting that games and simulations are not popular with students at either of the two schools, as they were reported to be considered "silly" by the pupils.

Enquiry, Problems and Applied Geography

Although there has not been the same large-scale adoption of Inquiry or Discovery in British schools as there has been in American schools, methods of so-called "Enquiry" and study of problems have increased in recent years. The D.E.S. Survey reported that 71% of the surveyed schools used case studies; 34% used problem-solving exercises; and 22% used open-ended enquiries (the equivalent of American Inquiry or Discovery). Although the value of 22% is not overly large, open-ended enquiries were reported to be gaining ground among geography teaching methods. Analysis of the syllabuses used in School A and School B revealed that hypothesizing, case studies, problem-solving exercises and open-ended enquiries are employed along with other teaching methods. It appears that up to the present, not as much has been made of "Inquiry" or "Enquiry" in British schools as there has been in American schools but that there is a recognised trend towards increasing use of the method. Although many of the procedures associated with Inquiry are used in British schools, they have not been labeled "Inquiry" to the same extent as in American schools where the label has been overused and even misused. The writer has drawn these conclusions from communication with British and American educators.

Case studies and enquiries are frequently used in a multiscale problems approach: local, national and international problems as applied geography. The D.E.S. Survey reported that 60-70% of the schools surveyed employed a multiscale problems approach in geography although local and world problems were studied more frequently than national problems. The CSE and GCE syllabuses discussed in Section II made extensive use of local, national and international problems. This aspect of the syllabuses used at School A and School B is therefore indicative of another general characteristic of geography in British schools.

The Importance of Fieldwork

Traditionally, fieldwork has played an important role in British geography. Changes from traditional to newer forms of syllabuses and inclusion of recent ideas in geography in syllabuses have not decreased the role of fieldwork. The geography departments at Schools A and B both consider fieldwork to be an important part of the geography they teach. Both departments undertake field trips for two main purposes:

a. Field teaching in which the teacher takes the students to particular sites, points out features, relationships and other geographic phenomena and perhaps demonstrates a technique such as orientation of a map, how to take a soil sample or how to measure the angle of slope.

b. Field research in which students apply what has been learned in the classroom or in field teaching to conduct a field study of their own.

Students observe, measure, map or record, attempt to analyze or explain phenomena, and write a report of their work.

Although some O- and A-level syllabuses do not require positive evidence of fieldwork for the final assessment (such as syllabuses 4 and 5; see Table 1, p. 13), all geography students do participate in fieldwork as part of the geography program. The A-level syllabus at School B (syllabus 5) specifically lists as a requirement that all candidates will be expected to demonstrate a working knowledge of standard fieldwork techniques and their application to topics in all fields of geography. Thus the syllabus presupposes fairly intensive fieldwork and field teaching.

All syllabuses used in School A and School B advocate fieldwork in both rural and urban settings, related to human and physical geography, in each year of work in geography. Where individual or group field studies are undertaken by pupils for credit, they are evaluated by the teacher on the basis of originality, presentation, factual content, method, interpretation of data and sources consulted. Examples of studies undertaken by students include land use in towns; time-distance studies; analysis of local landforms; and location and functions of shopping centers.

Group field trips are undertaken as day excursions as well as longer trips. Students at School B are taken on regular day trips to the Commonwealth Institute and the British Museum in London, to local shopping centers and to nearby villages. One or two longer trips of one week or a long weekend, are arranged every year. These were described as trips into the country, such as to Wales or to the Pennines, with an emphasis on physical geography. Field trips at School A were predominantly local, and therefore urban, excursions.

Teachers at both schools considered fieldwork to be a valuable tool in getting students to apply techniques and concepts in geography to real-life situations. They felt it was a valuable means of making students aware of their local environment through learning experiences in geography. Hence, the field tradition lends itself well to the man-environment theme, the multiscale problems approach and the stress on applied studies found in the schools' syllabuses.

These findings are in close agreement with those of the D.E.S. Survey which reported that 80% of the schools surveyed considered fieldwork to be very important as an integral part of the course, while only 8% did no fieldwork at all. The Survey also found field teaching and field research to be the most common forms of fieldwork. Finally, the Survey found positive evidence that fieldwork was more important in the CSE than in the GCE syllabuses. However, if only a limited number of students could do fieldwork, preference was given to the A-level candidates.

It appears that the attitudes toward fieldwork seen at Schools A and B are more or less representative of the nationwide attitude in schools thereby indicating that the field tradition remains as strong as ever. Despite the usual problems associated with fieldwork such as expense, special time arrangements and adequate supervision of students, fieldwork is considered to be a means of bringing teacher and students together through shared experiences and enthusiasm.

Geography as Part of an Interdisciplinary Course

School A runs a compulsory course in Integrated Studies for Forms 1 to 3. This has been discussed briefly in Section I (pp. 4, 5). The course replaces history, geography and religious studies and is theoretically a combination of the three subjects into a general course on "Man," operated by the history department alone. The course focuses on history and no skills specific to geography are taught. The geography teachers complained of this lack of geographic content because students taking geography in their fourth year lack geographic background and are three years behind students in schools (such as School B) where geography is a separate subject from the first year. Thus at School A, geography has been relegated to an inferior position in the Integrated Studies Course and students eventually taking geography in the final two years have a much weaker background in the subject.

The D.E.S. Survey reported that 29% of the schools were running combined studies courses which completely replaced geography, but for the comprehensive schools the value was over 34%. There, courses took the form of Social Studies, Humanities Courses, Integrated Studies, and Environmental Studies, of which Social Studies courses were the most popular. Fifty two percent of these courses contained a well defined body of skills specific to geography and 56% had a positive element of geographic knowledge or factual matter. The Survey reported that these combined studies courses were beginning to figure as examination subjects in some syllabuses for school-leaving certificates. It also reported that the majority of these courses were designed with less able students in mind. These findings are in agreement with the situation witnessed at School A. Although the percentage of geographic content reported by the Survey is considerably higher than it would be for the Integrated Studies Course at School A, it still does not point to a dominant, or even, equal, role for geography compared to history. The position of geography may suffer further if these courses are increasingly adopted by schools to replace subjects such as geography, rather than be offered along with geography.

In conclusion, it has been determined that the emphases and trends in geography at School A and School B generally reflect those in geography in a nationwide context. In this sense, the two schools could be regarded as typical schools for the purpose of drawing any broad conclusions about geography as a subject in British schools.

SECTION IV

CURRICULUM PROJECTS IN GEOGRAPHY

Recent changes in the nature of geography syllabuses and their impact on British schools were discussed in Section III. In the last six or seven years the Schools Council felt the need for the development of a series of curriculum projects in geography and the social sciences to better suit the needs of different students and teachers in many different environments. It was considered necessary to involve teachers and other educators in the process of curriculum design and writing to suit their own needs. Discussion will be restricted to four of these projects associated with the Schools Council, as information was only obtained for these in particular. Although this discussion does not specifically relate to geography as found in School A or School B, since only one of the projects is made use of in School A, a brief discussion of their aims and content will serve to indicate trends in school geography as seen through the British curriculum developers.

A New Professionalism for a Changing Geography: 14 to 18 Project (Ages 14-18)

This Project was undertaken by the University of Bristol School of Education in 1969 as a program of curriculum development in geography for more able pupils in the upper secondary years. It was aimed at developing a more intellectually exacting study of geography using concepts, models, and strategies of inquiry, and focused on new methods and techniques in professional geography. The materials developed consisted of a core syllabus covering the basic skills and knowledge in geography assessed in a final examination such as the CSE or GCE O-level. The Project also developed outlines for coursework (in addition to the core syllabus) in Regional or Synoptic Studies; Practical Environmental and Socio-geographical Problems; Innovation Studies; and Individual Studies by students. Choice of coursework from among these categories was intended for flexibility to suit different students, teachers and school situations. Hence the 14 to 18 Project is a loosely structured set of guidelines in progressive learning rather than a completed set of materials.

An exploratory phase was conducted in 1970-72 and development of the Project took place in 1972-74. Publications from the Project (available 1977-78) will include Project-developed and school-developed teaching units and materials, guidelines for developing coursework, sample teaching and assessment programs (the latter were to encourage curriculum reappraisal). The Project was designed for preparation for the CSE and for GCE O-level, but it aimed at developing a geography course outline which was not simply tailored to the final examinations.

The "Geography for the Young School Leaver" Project

This Project has been discussed in considerable detail in Sections I, II and III. It will suffice to mention its relationship to the 14 to 18 Project. In comparison to the 14 to 18 Project, the G.Y.S.L. Project was a more complete, closely structured set of teaching materials as it was largely designed for non-specialist teachers. It was not a complete course per se, but was meant to be exemplar material from which teachers would structure their own materials and courses. It was chiefly directed at less able students but was supposed to be sufficiently adaptable to needs of more able students too. Like the 14 to 18 Project, it focused on grasping concepts and generalizations through enquiry. The two projects are complimentary in many ways: the G.Y.S.L. Project focusing on short-term needs without final examination pressure versus the 14 to 18 Project focusing on long-term needs in an examination context. Syllabuses 2 and 3 discussed in Section II are examples of the adaptation of the G.Y.S.L. Project as CSE and GCE O-level syllabuses respectively.

The Geography 16 to 19 Project (Ages 16 to 19)

This Project was begun in 1976 by the Geography Department of the University of London Institute of Education, funded by the Schools Council. There was seen to be a need for reappraisal of the geography curriculum at the 16 to 19 age level because of the changing needs and characteristics of the Sixth Form and other pressures. An increasing number of students in this category were "late developers" requiring longer to complete their schooling, students who had taken the CSE but wanted to take O-level to qualify for professional training, students who returned to school after working, and many others. It was to be a large program involving teachers and lecturers in curriculum development to meet the needs of the 16-19 year old student group. Changes in the nature of geography itself required consideration of the implications for the 16-19 year old group. These changes in geography included:

a. a clearer understanding of the conceptual nature of geography

b. the development of a scientific approach to explanation as attempts are made to build a body of theory

c. the development of the necessary techniques and tools for such work

d. a clearer understanding of the social and environmental role of geography and geographers

e. movement towards recognition of the possible contribution of geography to consideration of problems requiring interdisciplinary study for their understanding and solution

The main tasks outlined by the Project developers are a survey of the current situation in geography for the 16-19 age group by autumn, 1977; consideration of objectives, both specific and for a 16-19 curriculum in general by autumn, 1977; development, trial and evaluation of courses and units throughout the 16-19 range as examples of how the objectives may be achieved by summer, 1980. Outcomes in print are expected to be a handbook on 16-19 courses and examples of course units together with resources. Feedback and evaluation are taking place through workshops, consultative conferences, published newsletters and other continued contact with teachers and other personnel.

"Place, Time and Society": 8 to 13 Project (Ages 8 to 13)

The Schools Council also sponsored a Social Studies Project for students aged 8 to 13 called Place, Time and Society. Initiated in 1971, the Project was designed around key concepts in history, geography and the other social sciences. This Project could serve as a prelude to the projects for students aged 14 to 18 and 16 to 19, which were purely geographical in content.

In summary, the curriculum projects briefly discussed would all be considered to be conceptually based. All place a large measure of importance on increasing use of problems, enquiry, scientific methods and critical thinking. How well these projects have been accepted in the schools is not known, aside from the information obtained at School A and School B. From the information gleaned, the Projects of the Schools Council are not looked upon as the panacea for all evils in school geography. In fact, although the idea of "progressive learning" and the use of new ideas is not criticized, the Projects themselves were criticized by these two schools for being totally out of touch with conditions and needs of students in the classroom. There seems to be a difference of opinion between the realism of the teachers and what they consider to be idealism on the part of the curriculum developers.

SECTION V

CONCLUSIONS

Although the actual time spent visiting the schools and the Institute of Education in London was relatively short, the information collected offered valuable insights into British school geography. Perhaps the most striking conclusion drawn was how geography in British schools is changing, largely in the direction of American school geography.

The change to mass education, comprehensive secondary schools and mixed ability teaching seems to have been accompanied by problems similar to those evident in American schools: students with reading difficulties, wide ranges of ability within classes, student and teacher frustration, discipline problems, and low achievement and motivation. The move away from traditional regional geography syllabuses to newer forms of syllabus focusing on enquiry, conceptual frameworks, applied studies and problems approaches is reminiscent of the changes that took place in American school geography during the last two decades. The new focus on curriculum projects with more teacher involvement and greater attention to the diverse needs of students also follows on developments in American curriculum design.

The increase in the number of courses offered in the form of Integrated Studies, Social Studies and Environmental Studies (often replacing geography altogether) is another step in the direction of American education. Geomorphology is threatened by an increasing bias toward the human side of geography in some cases, or by the increased popularity of Social Studies or other combined studies courses, and it may come to be considered part of earth science more than of geography as occurred in American schools. However, at present, geomorphology is still an integral part of most British geography syllabuses. This, coupled with the continued importance of fieldwork as a necessary part of geography, remains a fundamental difference between British and American school geography.

The comprehensive school system in operation in many British schools is similar to the American secondary school system which has always been comprehensive. There are now similarities in the age-structure of primary, middle and secondary schools in Britain and the U.S.A. as well as trends toward similarity in content in the case of geography. The comprehensive system may be considered a better alternative to the rigid 11-plus system it was supposed to replace. However, not all of the problems of discrimination have been solved.

Although there is no longer discrimination on the basis of aptitude or ability since students are selected on the basis of residential proximity to schools, the comprehensive system can still discriminate

socially or economically. A student in an inner city school will inevitably be caught in all the social, economic and other problems affecting inner city schools in comparison to suburban schools in wealthier neighbourhoods. This was seen at School A, which had far more serious problems related to socio-economic factors than did School B, which was in a wealthier area. However, no school or school system could hope to eliminate all problems plaguing its pupil population as a result of the society within which it exists. The comprehensive system does, at least in theory, afford all pupils an equal chance at a secondary education.

Appendix

CLASSROOM OBSERVATION SCHEDULE &

CHECKLIST FOR VISITS TO SCHOOLS

I The School

1. School type - private, public, comprehensive, inner-city, etc.
2. School's reputation
3. Number of faculty and students
4. Class sizes
5. Timetables - students' and teachers' schedules
6. Organization - streaming, mixed ability groups, etc.
7. Core curriculum, courses of study, electives available
8. Time spent per course and subject per year and term
9. Grading and promotion system
10. Basis of student selection for admission, class allocation
11. Recent changes in organization, curriculum and results
12. Age and grade-level of entering students; number of grades/years in school
13. Discipline - problems and means of dealing with them
14. Literacy - to what extent a problem, what remedial action or special arrangements

II Teachers

1. Proportion of white, black, other minorities; male, female
2. How many geography teachers are trained in geography
3. Attitudes toward the school, programs and students
4. How do the teachers feel the school and its program serve the needs of the students
5. Attitudes toward geography

III Students

1. Socio-economic status; in general, differences
2. Proportion of white, black, other minority groups; male, female
3. Number of graduating students going on to college, other vocations
4. Total number graduating, number of dropouts
5. Achievement in general: high or low
6. Attitudes toward the school, its program, the teachers
7. How many take geography as an elective - popularity
8. Geography's reputation - easy, difficult, boring
9. Any particular group of students who consistently do well of badly in geography

IV Geography

A. Organization:

1. Geography offered separately or within social studies
2. Number of geography courses as a separate subject
3. Role of geography within a social studies course
4. Compulsory subject or elective
5. Geography's place in the senior years and upper level curriculum
6. How many courses/syllabuses for each grade level
   How differentiated
7. System of syllabus/course development and examination. State guidelines
8. Are lower and higher grade level courses sequential
9. Any requirements for doing upper grade level courses
10. Form of tests, examinations - objective, essay, etc.
11. Work requirements in courses - papers, projects, etc.
12. Different courses or emphases for different ability groups - within grades and within classes
13. Differences in emphasis, content, approach, techniques at different grade levels

B. Content:

1. Broad composition - human, regional, physical
2. Regional - world coverage, or selected topics or areas
3. Physical - includes biogeography, geomorphology, climate
4. Predominant theme? e.g., man - environment
5. Range of courses in geography - arts or science concentration
6. Flexibility within the courses for students, teachers
7. Curriculum project materials used? which, how much, textbook
8. Courses/syllabuses as a whole - breakdown of topics and areas
9. Emphasis on cognitive versus affective goals and content
10. Specific skills taught - map and globe, aerial photographs, statistics, etc., at which grade levels

C. Methodology:

1. Approach - topical, problems, multiscale, regional, conceptual
2. Techniques - inquiry, expository, lecture, discussion, fieldwork, etc.
3. Instructional media used - which, how much, how popular with students
4. How up to date - quantitative methods, theoretical models, games, simulations, case studies, applied studies, etc.

5. Fieldwork - how much, what forms, where, how popular with teachers and students, is it an integral part of the syllabus
6. Reading and other problems - implications for teaching geography

V Materials to Collect if Possible

1. Course outlines
2. Examination papers
3. School programs of study, electives
4. School and state guidelines and requirements
5. Sample lessons, materials used
6. Statistics on achievement, dropouts, course enrollment
7. Independent project examples, requirements

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